



## Ridge Spring-Monetta Elementary

422 Hazzard Circle  
Ridge Spring, South

<b>Grades</b>	PK-8 Elementary School	
<b>Enrollment</b>	654 Students	
<b>Principal</b>	Jim Hooper	803-685-2000
<b>Superintendent</b>	Dr. Elizabeth Everitt	803-641-2428
<b>Board Chair</b>	Dr. Christine Harkins	803-663-1703

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Below Average</b>	<b>Below Average</b>
2008	At-Risk	Below Average
2007	At-Risk	At-Risk
2006	Below Average	Below Average
2005	Below Average	At-Risk

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

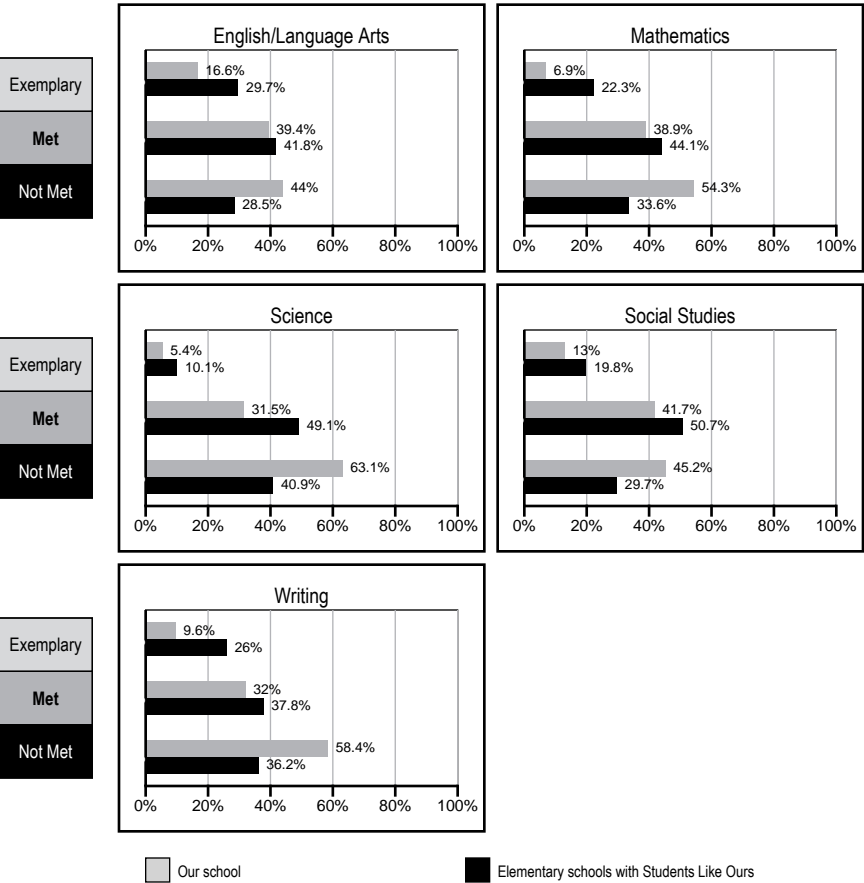
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 96.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	8	94	18	1

\* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=654)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.5%	Down from 2.6%	2.4%	1.9%
Attendance rate	95.0%	Down from 95.2%	96.1%	96.3%
Eligible for gifted and talented	5.3%	Down from 9.2%	7.2%	10.0%
With disabilities other than speech	6.1%	Down from 6.7%	9.2%	7.7%
Older than usual for grade	0.4%	Down from 3.4%	0.7%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.4%	0.0%	0.0%
<b>Teachers (n=49)</b>				
Teachers with advanced degrees	61.2%	Up from 53.8%	57.1%	59.4%
Continuing contract teachers	71.4%	Up from 65.4%	81.6%	80.0%
Teachers with emergency or provisional certificates	7.0%	Up from 5.0%	0.0%	0.0%
Teachers returning from previous year	84.3%	Down from 86.7%	85.7%	85.9%
Teacher attendance rate	95.2%	Up from 94.5%	95.0%	95.1%
Average teacher salary*	\$46,051	Up 1.4%	\$46,531	\$47,149
Professional development days/teacher	4.1 days	Up from 4.0 days	12.2 days	11.1 days
<b>School</b>				
Principal's years at school	1.0	Down from 13.0	4.0	4.0
Student-teacher ratio in core subjects	18.6 to 1	Up from 15.9 to 1	18.5 to 1	18.8 to 1
Prime instructional time	89.6%	Up from 88.3%	90.0%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.1%	Up from 95.6%	100.0%	100.0%
Character development program	Below Average	Down from Good	Excellent	Excellent
Dollars spent per pupil**	\$8,176	Up 6.0%	\$7,600	\$7,458
Percent of expenditures for instruction**	66.7%	Down from 69.7%	68.6%	68.8%
Percent of expenditures for teacher salaries**	51.5%	Down from 63.6%	62.1%	63.2%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

At Ridge Spring-Monetta Elementary/Middle, we believe we have made a positive impact upon the students in our community this year. Our goal was to provide every child with an educational environment that met his/her developmental, emotional, and instructional needs. We focused on aligning our academic programs with state standards and using the data gained from student assessments to drive our instruction. Many exciting changes were enacted this year to positively impact instruction.

An elementary school office was established with a secretary, counselor, and assistant principal. We successfully finished our Reading 1st program and began implementing the district's reading initiative, which will be our focus for the 09-10 school year. Our 1st and 2nd graders took MAP for the first time. In addition to the Dominie Reading and Writing Assessment, primary teachers had solid data to use to drive instruction. RSM's School Intervention Team analyzed data in order to evaluate and refine the school's instructional program.

A middle school office was established with a counselor and assistant principal. The master schedule, class offerings, and bell schedule were structured to reflect the middle school philosophy. All 8th grade students were given the opportunity to earn 3 high school credits. Students were able to earn a credit in art/chorus or Spanish 1. In 09-10, an Introduction to Computers class will be offered in place of fine arts and foreign language. Measures of Academic Progress (MAP) is a student assessment instrument that was used by our teachers this year to drive the instructional program. We finished the year laying the ground work for the 09-10 school year which includes adding interventionists, training for Making Middle Grades Work, and installing a Synergistic Lab. The lab will provide our students with authentic learning experiences in the fields of mathematics and science.

The School Improvement Council (SIC) and Parent Teacher Organization (PTO) underwent restructuring this year. The School Improvement Council represents our community and played a vital role in school planning. They share our staff's passion to provide an enriching school environment at RSM. The PTO was an invaluable asset for our teachers and educational program this year. We are thankful for the support of our parents and community members.

Jim Hooper, Principal  
Doug Edwards, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	54	74	84
Percent satisfied with learning environment	87.0%	79.5%	77.1%
Percent satisfied with social and physical environment	81.5%	75.3%	66.3%
Percent satisfied with school-home relations	66.7%	85.1%	79.8%

\* Only students at the highest elementary school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 17 out of 19 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

R

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.9%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.0%	94.0%*	Yes

\* Or greater than last year

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**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	397	99.8	45.5	35.3	19.2	67.9	85.7	82.8	Yes	Yes
<b>Gender</b>										
Male	208	99.5	52.6	31.6	15.8	61.6	83.2	79.3	N/A	N/A
Female	189	100	37.7	39.4	22.9	74.9	88.4	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	177	100	33.7	37.4	28.8	76.7	90.8	89.5	Yes	Yes
African American	188	99.5	56.5	33.9	9.6	60.5	78.1	73.7	Yes	Yes
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	91.3	92.3	I/S	I/S
Hispanic	30	100	44	32	24	64	77.9	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	79.2	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	44	97.7	71.1	23.7	5.3	34.2	51.2	52	I/S	Yes
<b>Migrant Status</b>										
Migrant	3	I/S	I/S	I/S	I/S	I/S	I/S	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	22	100	52.4	28.6	19	57.1	76.2	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	289	99.7	52.1	34.7	13.2	63.8	79.5	75.5	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	397	99.8	55.3	38.4	6.3	59.7	81.6	78.9	Yes	Yes
<b>Gender</b>										
Male	208	99.5	55.3	37.9	6.8	57.4	80.6	77	N/A	N/A
Female	189	100	55.4	38.9	5.7	62.3	82.6	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	177	100	42.3	45.4	12.3	70.6	87.6	87.2	Yes	Yes
African American	188	99.5	67.8	30.5	1.7	48	71.7	66.7	No	Yes
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	93.8	93	I/S	I/S
Hispanic	30	100	N/AV	N/AV	N/AV	72	78.7	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	75	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	44	97.7	N/AV	N/AV	N/AV	26.3	45.4	45.5	I/S	Yes
<b>Migrant Status</b>										
Migrant	3	I/S	I/S	I/S	I/S	I/S	I/S	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	22	100	N/AV	N/AV	N/AV	66.7	78.4	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	289	99.7	62.3	34	3.8	53.6	74.1	70.2	No	Yes

\* Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

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**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>								
All Students	264	100	59.3	35.3	5.4	40.7	68.5	67.5
<b>Gender</b>								
Male	138	100	59.5	33.3	7.1	40.5	69.4	67
Female	126	100	59.1	37.4	3.5	40.9	67.6	68
<b>Racial/Ethnic Group</b>								
White	114	100	42.6	48.5	8.9	57.4	78.5	79.5
African American	129	100	74	22.8	3.3	26	52.3	50.3
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	92.5	84.3
Hispanic	20	100	N/AV	N/AV	N/AV	47.1	61.3	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	72.2	71.2
<b>Disability Status</b>								
Disabled	30	100	N/AV	N/AV	N/AV	22.2	34.9	35.6
<b>Migrant Status</b>								
Migrant	2	I/S	I/S	I/S	I/S	I/S	I/S	46.1
<b>English Proficiency</b>								
Limited English Proficient	14	100	N/AV	N/AV	N/AV	30.8	61.3	59.6
<b>Socio-Economic Status</b>								
Subsided meals	189	100	69.4	27.1	3.5	30.6	56.9	55.1

**Social Studies**

All Students	269	99.3	50.2	35.9	13.9	49.8	69	72.3
<b>Gender</b>								
Male	140	99.3	53.9	32	14.1	46.1	69.3	71.5
Female	129	99.2	46.2	40.2	13.7	53.8	68.8	73.2
<b>Racial/Ethnic Group</b>								
White	118	100	40.9	39.1	20	59.1	76.5	80.7
African American	128	98.4	58.8	32.8	8.4	41.2	56.7	60
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	88.5	88.5
Hispanic	21	100	50	37.5	12.5	50	62.5	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	72.2
<b>Disability Status</b>								
Disabled	28	100	75	20.8	4.2	25	40.6	43.5
<b>Migrant Status</b>								
Migrant	2	I/S	I/S	I/S	I/S	I/S	I/S	50.7
<b>English Proficiency</b>								
Limited English Proficient	18	100	53.3	33.3	13.3	46.7	63.8	67.9
<b>Socio-Economic Status</b>								
Subsided meals	195	99	58.7	32.4	8.9	41.3	59	62.1

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**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
<b>Writing</b>										
All Students	398	99.8	54.4	35.6	10	45.6	71.8	70.2	95	95.9
<b>Gender</b>										
Male	210	100	66.5	27.8	5.7	33.5	65.9	63.2	94.7	95.7
Female	188	99.5	41.2	44.1	14.7	58.8	78.1	77.5	95.4	96
<b>Racial/Ethnic Group</b>										
White	177	99.4	44	42.2	13.9	56	78.3	79.1	94.3	95.8
African American	189	100	65.6	29.4	5	34.4	61.4	57.6	95.7	95.9
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	84	86.2	95.9	97.7
Hispanic	30	100	44	36	20	56	65.9	62.6	94.8	96.2
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	60.9	68.7	N/A	96
<b>Disability Status</b>										
Disabled	37	97.3	N/AV	N/AV	N/AV	12.1	23	26.1	94.1	94.9
<b>Migrant Status</b>										
Migrant	3	I/S	I/S	I/S	I/S	I/S	I/S	54.7	94.6	95
<b>English Proficiency</b>										
Limited English Proficient	19	100	52.4	28.6	19	47.6	64.9	61.2	94.9	96.4
<b>Socio-Economic Status</b>										
Subsidized meals	294	100	60.1	32.2	7.6	39.9	61.4	58.9	94.7	95.2

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	56	98.2	38.5	40.4	21.2	61.5
	4	58	100	52.9	35.3	11.8	47.1
	5	80	100	41.1	41.1	17.8	58.9
	6	60	100	53.4	31	15.5	46.6
	7	79	100	47.1	27.1	25.7	52.9
	8	64	100	41	37.7	21.3	59
Mathematics							
2009	3	56	98.2	57.7	36.5	5.8	42.3
	4	58	100	56.9	33.3	9.8	43.1
	5	80	100	49.3	45.2	5.5	50.7
	6	60	100	56.9	37.9	5.2	43.1
	7	79	100	44.3	45.7	10	55.7
	8	64	100	70.5	27.9	1.6	29.5
Science							
2009	3	26	100	79.2	16.7	4.2	20.8
	4	58	100	51	39.2	9.8	49
	5	39	100	N/AV	N/AV	N/AV	30.6
	6	30	100	62.1	34.5	3.4	37.9
	7	79	100	50	44.3	5.7	50
	8	32	100	64.5	29	6.5	35.5
Social Studies							
2009	3	29	96.6	39.3	42.9	17.9	60.7
	4	58	100	39.2	45.1	15.7	60.8
	5	41	97.6	56.8	35.1	8.1	43.2
	6	30	100	N/AV	N/AV	N/AV	27.6
	7	79	100	47.1	30	22.9	52.9
	8	32	100	56.7	36.7	6.7	43.3
Writing							
2009	3	55	100	53.8	34.6	11.5	46.2
	4	58	100	67.3	26.9	5.8	32.7
	5	81	98.8	55.4	33.8	10.8	44.6
	6	62	100	65	31.7	3.3	35
	7	79	100	37.5	43.1	19.4	62.5
	8	63	100	52.5	41	6.6	47.5

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